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ABSTRACT

The materials in this monograph are intended to introduce the regular teacher education candidate to those areas of special education significant for facilitating the needs of special learners in regular classroom settings. Seven modules are presented, each developed around a content theme selected to identify the basic information a beginning teacher may need to function in a school environment that is mainstreaming special learners. The module themes are: (1) awareness/understanding of the handicapped; (2) history/litigation of special education in the United States; (3) major requirements of PL 94-142; (4) common identification/screening activities used in detection, diagnosis and placement; (5) placement/individual education program; (6) related services; and (7) Johnny: a case history. References are included for each module. (JD)

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SPECIAL EDUCATION CONCERNS FOR THE REGULAR CLASSROOM TEACHER

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PREFACE

The material found throughout this paper is intended to introduce the regular teacher education candidate to those areas of special education significant for facilitating the needs of special learners in regular classroom settings. It is not intended to be a comprehensive review of the field nor to address many of the concerns in special education today. But it is intended to focus on the areas that regular classroom teachers need to be familiar with in serving the handicap in their respective classrooms.

You will notice that this material is organized into seven different modules and these are subdivided into the following components:

1. Introduction - A brief description of the module theme and the related content.

2. Content Outline - Sequence of the major concepts to be taught, studied, or reviewed.

3. Objectives - Specific learning outcomes intended for the user to achieve.

4. Bibliography - Related references for users

The use of a content outline in each module, rather than a narrative, was structured for several reasons. First, it allows for easy modification by the teacher when other concepts should be added and others deleted. Second, there are many instructional strategies that can be used to teach a concept. For example, in Module I, (Personal Attitudes), Part A-1, Prejudice, students could be stimulated to examine this content through group encounters, mediated presentations, lecture-discussions, and classroom exercises. Each of these would require a somewhat different "content" narrative. Thirdly, and perhaps most important, the use of a content outline allows the instructor to effect instruction using their personal/professional knowledge of the topic. Of course, for those who may not be knowledgeable in given areas of special education it will be incumbent upon them to learn and review the material when necessary. A bibliography is included at the end of each module that may direct one to selected references in each of the areas presented.

PREFACE

Finally, some mention should be made of the use of this material in a teacher education program. There are several strategies in this regard and each are outlined below:

1. As an evaluative tool to review a professional education curriculum to identify if and where any of the concepts are presently being taught to all teacher education candidates. The objectives in each module may be of immediate use in this regard.

2. As a "curriculum" guide to either create a special course for all teacher education candidates or to sequence the modules appropriately throughout a * professional education sequence.

3. As independent study projects or assignments within appropriate courses where students have to complete a module by either preparing a written response to the outline or completing a pre and post test evaluation designed by the instructor.

4. As a guide to the individual instructor in preparing lectures and other appropriate assignments for direct instruction in the classroom.

Of course these uses are not mutually exclusive and all of them can be used in combination to effect the desired outcomes. The important point however, is that teacher education candidates exit from their professional program with a reasonable level of readiness and proficiency for facilitating the needs of special learners in the regular classroom.

* Recommend this approach

INTRODUCTION

Today it is imperative that all graduates from teacher education programs exit with a basic understanding of the handicapped and their respective problems, needs, rights, and privileges. There is also need for the classroom teacher to acquire an array of basic skills and understandings necessary to facilitate the academic and social needs for those exceptional learners mainstreamed in the regular classroom setting. Essential to these tasks is a thorough understanding of the role-related behaviors needed for working in concert with resource persons, parents, and related services in coordinating the instructional program, especially those specific tasks necessary for effecting mainstreaming.

The purpose of the information presented is to familiarize the regular classroom teacher with the basic knowledge and skill needed to effect related service functions for those learners in their classroom who are or who may be identified as having exceptional needs. Each module is developed around a content theme selected to identify the basic information that a beginning teacher may need to function in a school environment that is mainstreaming special learners.

MODULE THEMES: CONTENT AREAS

Module I: Awareness/Understanding of the Handicapped

Module II: History/Litigation of Special Education in U.S.

Module III: Major Requirements of PL 94-142

Module IV: Common Identification/Screening Activities used in Detection, Diagnosis and Placement

Module V: Placement/Individual Education Program

Module VI: Related Services

Module VII: Johnny: A Case History

MODULE ONE

AWARENESS/UNDERSTANDING OF THE HANDICAPPED

Objectives:

The candidate will:

1. Examine personal attitudes toward the handicapped.

2. Analyze the effects of labeling individuals who are different.

3. Identify teacher/classroom climate factors that facilitate peer acceptance of the handicapped.

4. Become aware of the role that parents and resource persons have in planning for the handicapped.

MODULE ONE

AWARENESS/UNDERSTANDING OF THE HANDICAPPED

The information outlined in this module is intended to help the teacher candidate identify personal attitudes that may exist toward those in our society who are "different"; understand the effects of labeling these individuals; identify common teacher/classroom climate factors that might facilitate peer acceptance of the handicapped; and to understand that parents (and other resource persons) have a definite role in decision-making and planning for the handicapped.

A. Personal Attitudes.

1. Common biases/prejudices held toward handicapped.
2. Similarities between handicapped and non-handicapped.
3. Rosenthal Effect--Expectations for handicapped learners.
4. Distinction between a handicap and a disability.

B. Labeling Effects.

1. Stigma of carrying the label.
2. Rejection by peers/society. Social exclusion.
3. Self-concept development/deterioration.
4. Potential program benefits of categorization.

C. Teacher/Classroom Climate Factors for Peer Acceptance.

1. Orientation of class members to handicaps.
2. Psychological climate in classroom/school.
3. Strategies by classroom teacher to integrate/socialize.
4. Teacher as a model.

D. Parental Role.

1. Awareness of the role/privileges of parents.
2. Knowledge of supportive services in school/community.
3. Communication strategies used with parents.

MODULE I

AWARENESS/UNDERSTANDING OF THE HANDICAPPED

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MODULE TWO

HISTORICAL AND SOCIAL PERSPECTIVES

Objectives:

The candidate will:

1. Trace recent trends in care and treatment of the handicapped in educational and medical settings, prior to 92-142.

2. Describe the effects of racism, discrimination, and "unequal educational opportunity" on placement of minorities in handicapped settings.

3. Summarize recent social trends in the treatment of the handicapped.

4. List and describe the various administrative placement options available for handicapped students.

MODULE TWO

HISTORICAL AND SOCIAL PERSPECTIVES

The points outlined in this module are selected to acquaint the prospective teacher with the development of special education in the United States since 1940; the effects of racism and cultural bias on placement of minority and culturally different youngsters in special education classrooms; and, a brief overview of recent trends in the provision of special education services.

A. Prior to Public Law 94-142

1. Availability of services and the implications of Brown V. Board 1953 and the development of education as a property right.

2. Existing federal and state mandates, including the Vocational Rehabilitation Act.

3. Residential care delivery; the treatment of the handicapped from an historical perspective.

4. Day school care delivery; the development of special education programs within the schools.

5. Parents/parent groups/advocates; the role of parents in the development of special education.

B. Placement of Minorities

1. Over representation of minorities and males in MR, BD, SLD categories.

2. Referrals based upon culturally different behavior.

3. Placement, using culturally biased measures of I.Q., achievement and language.

MODULE TWO
HISTORICAL AND SOCIAL PERSPECTIVES

C. Recent Trends

1. Role of parents/advocates
2. Role of public education
3. Role of mental health agencies
4. Cascade system (DENO - C.E.C. Revised)

MODULE TWO

HISTORICAL AND SOCIAL PERSPECTIVES

REFERENCES

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MODULE TWO
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MODULE THREE

THE LEGISLATIVE MANDATE: PL 94-142

Objectives:

The candidate will:

1. List the major requirements and general provisions of PL 94-142.

2. Define the special language and terms found in 94-142.

3. Identify and describe the exceptionalities covered under the law.

4. Implications for the regular, classroom teacher,

MODULE THREE

THE LEGISLATIVE MANDATE: PL 92-142

The points outlined in this module are basic to understanding the constitutional mandate given by the 94th Congress to public education for providing special educational services (and opportunities) to handicapped individuals between the ages of 3 and 21 years*. Because the details and provisions of this legislation are vast only the more significant points for classroom teachers are outlined.

A. Major Requirements of 94-142

1. Providing special education programming to those who require it.
2. Non-discriminatory testing practices.
3. Development of Individualized Education Program.
4. Parental consent/Due process/Confidentiality
5. Least Restrictive Environment/Mainstreaming Concepts

B. Definitions of Selected Terminology Associated with 94-142

1. Consent
2. Evaluation
3. Least restrictive environment
4. Individualized Education Program (IEP)
5. Due process
6. First priority children
7. Special education
8. Local Education Agency (LEA)

* In West Virginia the service range is between 5 and 23 years.

9. Intermediate educational unit

10. "Free and appropriate" education

C. Areas of Exceptionality

1. Mental retardation

2. Hard of hearing

3. Deaf

4. Speech impairment

5. Visually handicapped

6. Emotional disturbance

7. Orthopedically impaired

8. Deaf-blind

9. Multi-handicapped

10. Specific learning disabilities

11. Gifted *

D. Implications for Regular Classroom Teacher

1. Relationship of classroom teacher to special education program in building.

2. Role of classroom teacher in IEP development.

3. Knowledge of "confidentiality" procedures and safeguards to insure student/parent rights.

4. Knowledge of mainstreaming/least restrictive environment concepts.

* Provisions for the gifted are not included in 94-142.

MODULE THREE

THE LEGISLATIVE MANDATE: P.L. 94-142

REFERENCES

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MODULE FOUR

IDENTIFICATION AND SCREENING

Objectives:

The candidate will:

1. Describe common screening activities and procedures used in "sweeping" school populations for exceptionalities.

2. Describe the regular classroom teacher's role in identifying and referring probable exceptionalities.

3. Recognize the common formal and informal screening instruments used in identifying exceptionalities.

4. Identifying effective communication techniques for assisting special learners and their parents.

MODULE FOUR

IDENTIFICATION AND SCREENING

The information outlined in this module is designed to acquaint the teacher education candidate with appropriate procedures and related activities used in the identification and screening of youngsters who may need special education services. The concept of "multi-disciplinary" screening is used and the probable role of the regular classroom teacher in the identification process explained. Common observation skills are outlined as well as communication techniques that may be effective in notifying parents and students that a potential problem exists. A listing of the more common formal and informal developmental screening instruments is given categorized in selected areas, such as intelligence, achievement, social, and physical-motor.

A. Screening Activities in School

1. Hearing and vision
2. Speech and language
3. Perceptual-motor deficits
4. Social-emotional behavioral problems noted on anecdotal records; report cards; and through daily observation.
5. Academic achievement/performance
6. Health status
7. Cognitive deficits

B. Classroom Teacher's Role

1. Observation of student to detect significant deviations in social behavior, personality, and academic performance in the regular classroom.

2. Administering informal "sweep" assessments in the regular classroom for initial screening.

3. Confirm observations through repeated samples and record specific behavior.

4. Communicate observations in behavioral terms to parents.

5. Determine if services are now being provided by outside agencies/resources.

6. Explain parents rights under Public Law 94-142 in requesting services.

7. Refer those students identified through the sweep screening process (to the * school based assistance team) or observation.

C. Common Formal-Informal Developmental Screening Instruments

1. Formal Screening Instruments

a. Intelligence:

(1) Peabody Picture Vocabulary Test--Revised

(2) Stanford-Binet I. Test

(3) Wechsler Intelligence Scale Children--Revised

(4) Slosson I.Q. Test

(5) Grace-Arthur

* These are teams of appropriate professionals within the school setting to whom the referral is made for a validity check and the development and review of a short term educational modification before continuation of the referral for special education services.

MODULE FOUR
IDENTIFICATION AND SCREENING

b. Achievement:

(1) Key Math Diagnostic Arithmetic

(2) Woodcock-Johnson Reading

(3) Metropolitan Achievement Series

(4) Botel Reading Inventory

(5) Gray Oral Reading Test

(6) Nelson-Denny Reading Series

c. Language:

(1) Goldman-Fristoe Test for Articulation

(2) ITPA (Illinois Test of Psycholinguistic Ability)

(3) Houston Test for Language Development

d. Physical/Motor:

(1) Lincoln-Oseretsky Motor Development Scale

(2) Purdue Perceptual Motor Survey

(3) Bender-Visual Motor Gestalt Test for Children

(4) Harris Test of Lateral Dominance

e. Social:

(1) Devereax Elementary School Behavior Rating

(2) Vineland Social Maturity Scale

(3) Burk's Behavior Rating Scale

(4) Children's Personality Questionnaire

(5) Child Behavior Rating Scale

(6) Walker Behavior Problem Checklist

2. Informal Screening

a. Observation - Observed patterns of behavior that are significantly deviant from the norm.

b. Checklist to determine normal range of behavior/ performance in given domains such as psycho-motor skills, self-help skills, learning skills, social-personal adaptation.

c. Written assignments that are repeatedly deficient in the most basic expectation, including legibility, concept accuracy, spelling, spacing, etc.

d. Vision exams in school.

e. Detection of hearing-speech difficulties in the classroom.

D. Communication Techniques/Concepts

1. Transactional communication skills

2. Communication apprehension by parents in school people.

3. Active listening skills

4. Multi-dimensional communication - cultural, sociological, and psychological processes.

5. Length of the message.

6. Discrepancy in communication skills between parents (students) and the teacher.

7. Attitudes/Values/Preferences of teacher and parents.

MODULE FOUR

IDENTIFICATION AND SCREENING

REFERENCES

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MODULE FIVE

PLACEMENT/INDIVIDUAL EDUCATION PROGRAM

Objectives:

The candidate will:

1. Summarize the concept of "multi-disciplinary" assessment for placement.
2. Recognize the role of the regular classroom teacher in the referral/placement of exceptional students.
3. Explain the concept behind the individual evaluation program.
4. Describe the basic placement options for those diagnosed as exceptional.
5. Articulate the role of the regular teacher in the development of the IEP.

MODULE FIVE

PLACEMENT/INDIVIDUAL EDUCATION PLAN

Once an individual has been screened for a probable exceptionality and subsequent modifications/interventions in the regular classroom have not proven beneficial nor corrective, a referrals, with prior notice of consent by the parents or guardians, can be initiated by the regular teacher, the school based assistance team, or even the parents themselves. The individual evaluation is the basis for all educational planning and must be based upon recent conprehensive assessments by qualified personnel. These results are then translated by a committee, into an Individualized Education Program (IEP), which is the document that guides the student's total instructional experience for that year. Each student placed for exceptional services must have an IEP in effect before receiving services. Placement options vary but the legislative requirement of least restrictive environment always applies. In this module, the teacher candidate will be presented information relative to a number of responsibilities in effecting these concepts.

A. Multi-disciplinary Assessment

1. The referral--who, how, and when.

2. Composition of the assessment team.

3. Determination of appropriate instruments and areas for assessment.

4. Probable areas of assessment:

   Health, vision, hearing, general I.Q., adaptive behavior achievement, speech and language, psycho-motor behavioral functioning.

5. Development of the written report including recommendations.

6. Placement Advisory Committee (PAC) action.

7. Due process procedural safeguards.

B. Development of the I.E.P.

1. Translate results of individual evaluation into IEP document.

2. Major components of the IEP document and its function.

3. Role of the parents, classroom teacher, and other resource persons in IEP development.

4. Placement of the exceptional individual using least restrictive environment principle.

5. Placement alternatives

6. Reviews of the I.E.P.

C. Role of the Regular Teacher

1. Initiating the referral process.

2. Gathering informal information on current level of functioning in social/academic areas.

3. Identifying areas of weakress/strength.

4. Participation on the school based assistance team; PAC.

5. Contributing relevant academic objectives for the development of the I.E.P., both short and long term.

6. Developing mainstreaming activities/strategies using I.E.P. objectives.

7. Communicating to parents progress and problems.

MODULE FIVE

PLACEMENT/INDIVIDUAL EDUCATION PROGRAM

REFERENCES

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MODULE SIX

RELATED SERVICES

Objectives:

The candidate will:

1. Describe the common areas and kinds of related services provided for exceptional learners.

2. Identify the specific responsibilities of the school in providing these services.

3. Articulate to parents their specific rights and privileges.

4. Describe the role of the classroom teacher in articulating related services and instructional activity in the classroom.

MODULE SIX

RELATED SERVICES

In addition to the specific instructional activities detailed on the I.E.P document under PL 94-142 there are provisions for related services necessary to encourage and assist the handicapped in benefiting from the special education program. These may include transportation, supportive, developmental, and corrective services and the local board of education is responsible for providing or facilitating these services. Even though the local board may not have such services they are still responsible for their provision under PL 94-142, and may have to privately or commerically obtain these services.

The language used in PL 94-142 on related services provides for interpretation and has resulted in considerable conflict, at times, between parents and school districts over the provision of an appropriate related service. For example, under the law, school districts are required to provide related medical services when it is clear that such services are diagnostic or evaluative in scope for educational adjustments and planning. But they do not have to provide such service if it is rehabilitative in purpose.

A. Examples of Related Services

1. Transportation
2. Counseling/Psychiatric Services
3. Recreational/Occupational Services
4. Speech/Hearing Services

5. Psychological Services

6. Medical/Health Services

7. Social Work Services

B. Regular Teachers Role.

1. Awareness of the related service provided for those mainstreamed in the regular classroom.

2. Specific responsibilities for facilitating services.

3. Working with parents and other resource persons to effect positive school adjustment.

4. Being aware of the kind of related services being provided for those exceptional individuals who may be in the regular learning environment.

5. Articulating, when appropriate, the instructional activities in the regular classroom with the related service.

6. Make necessary adjustments/adaptions in the schedule/ environment of the regular classroom to accommodate related service needs.

MODULE SIX

RELATED SERVICES

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MODULE SEVEN

JOHNNY: A CASE HISTORY

In this final module, we will narrate a case history of Johnny, an exceptional child, highlighting some of the concepts and ideas expressed earlier, beginning with the initial observation of a problem by the classroom teacher to the implementation of an IEP. The role of the regular classroom teacher will be emphasized throughout our presentation of Johnny's situation.

BACKGROUND

Johnny, age 7, average general I.Q., began the second grade with a borderline promotion from the first grade. His achievement scores in reading, spelling, and language arts were below normal but he performed satisfactorily in mathematics, music, and physical education. Writing, artistic, and other related fine-motor skills were less than adequate as reported by his teacher, Mrs. Smith. She also commented that Johnny was not disruptive nor uncooperative in class but was "very active" and seemed, at times, to be in excessive motion. His thoughts seemed to race ahead of his speech and he frequently stumbled over words. Johnny was not overly motivated for school tasks and seemed to enjoy getting them over with quickly rather than concentrating.

His behavior at home was essentially the same, according to his parents when questioned by Mrs. Smith. His family lived comfortably and was interested in Johnny's success in school. The parents were baffled by his lack of achievement concentration, and interest in school but did not pressure for performance. They were becoming increasingly frustrated with the situation, even though the local doctor observed that Johnny would probably "grow out" of this. Tutors, computers, and "no T.V." were all tried to change Johnny's behavior,

But his performance did not improve and he began a process of falling more and more behind. In spite of this, Johnny's father rejected the idea that there was anything wrong. "He's just lazy." By March Johnny was not reading, writing, or spelling with any level of proficiency. He was unable to comprehend a paragraph nor print a simple manuscript sentence legibly. Spelling was reduced to a few regular consonant-vowel-consonant words. His problems in attention/concentration continued.

Feeling the frustration also, Mrs. Smith, in a special parent conference, believed Johnny may have some serious learning problems that needed more specialized attention. She again suggested that Johnny be evaluated and the school permitted to refer him to a SCHOOL BASED ASSISTANCE TEAM for a review of the problem. They would attempt to find alternative ways to help Johnny in the classroom. She also advised that the parents could participate in this meeting and provide any input they thought helpful. The parents agreed.

Johnny's situation was summarized by Mrs. Smith on a referral form that was designed to provide team members with all relevant background and educational information. The team met, suggested an intervention plan to help Johnny, set a time period of 6 weeks for implementation, and developed an evaluation for Johnny's progress at the end of the intervention period.

Unfortunately the intervention failed. Johnny's performance did not improve nor were any of his deficiencies significantly corrected. At that point, Mrs. Smith's judgement (and the SBAT) was that Johnny had significant learning problems that could not be overcome by modifications in the regular classroom. The school then contacted the parents, in writing, requesting parental consent for referral for a comprehensive assessment by special education. Included in the request was a written notice of their role and rights, a description of what the school intended to assess, how, and in

what order. Since the parents did not disagree with the procedure and signed the consent form, the referral was continued. Of course, had they not consented the school would not be permitted to assess Johnny.

Before any educational decision-making or action on Johnny's problem(s) could be taken, he had to receive a MULTI-DISCIPLINARY ASSESSMENT, or individual evaluation to pinpoint learning strengths and weaknesses. He was assessed in the following areas:

1. Individual intelligence test . . . . . (School psychologist)
2. Test of psycholinguistic ability . . . . . (School psychologist)
3. Oral reading test . . . . . (Classroom teacher)
4. Gross/Fine motor survey . . . . . (Physical education teacher)
5. Social and emotional ratings . . . . . (All classroom teachers)
6. Academic achievement . . . . . (Recent test scores on file/ teachers)
7. Medical examination . . . . . (Pediatrician)

These measures were all selected for their appropriateness to his level of development, racial/socieoconomic status, and suspected deficits (specific learning disabilities). The assessment was conducted by a variety of individuals, including the regular classroom teacher and other specialists. Following these assessments, all of the data were profiled for interpretation and determination of any specific educational deficits and how to best remedy them.

Following the review noted above, it was believed that Johnny's specific problems(an information processing disorder that causes the inability to read, listen, and write) qualified him for a modified special education program. From the assessment results, Johnny's educational needs were then translated into an INDIVIDUALIZED EDUCATION PROGRAM (IEP). This is the written document which specifies all relevant personal background data, current level of educational functioning, and Johnny's learning outcomes or ANNUAL GOALS. Also included in this section are SHORT-TERM OBJECTIVES,

the precisely stated achievements Johnny will attempt from day to day. Once these are identified, written, and then arranged in some logical learning order, a "curriculum" has been individually designed for Johnny.

Concurrent with these developments is the decision concerning the most suitable educational environment for Johnny, considering his learning strengths and problems. It was decided that because of the significant deficiencies and severity in reading, spelling, and handwriting that he would best function in a resource room. There he would receive specialized instruction by a trained teacher for the learning disabled. But he would receive regular classroom instruction in all other subjects, except for an adapted program in physical education because of the delay in fine motor developments. For Johnny, the LEAST RESTRICTIVE ENVIRONMENT concept applied resulted in a regular class placement, a special education classroom and an adapted program in physical education. Ideally the IEP should contain a specific breakdown of the actual times spent in each instructional area either in percentage terms or clock hours per school week. Moreover, an individual in each setting must assume responsibility for his program. In his case, each of the teachers in those settings took that responsibility and worked cooperatively in effecting the objectives of his IEP.

An additional and important aspect of Johnny's total program is the provision, when necessary and appropriate, of RELATED or SUPPORT SERVICES to assist him in achieving annual goals, and getting the maximum benefit from his special education program. These services may take the form of counseling, transportation, speech pathology, physical therapy and other supportive services. In Johnny's case, because his parents were in need of understanding and managing Johnny's special needs, a period of parent counseling and training was provided.

Johnny is now placed in a resource room for the disabled student for approximately one-half of the school day. In this setting, he receives specialized help in its reading and language arts deficiencies. He is placed in the regular classroom for the remainder of his studies with the regular classroom teacher. He attends the regular physical education period where he receives an adapted program tailored to facilitate fine-motor and perceptual motor skills. All of his instructional activities are guided by the learning objectives in the IEP and all of his teachers contributed to its development.

Although Johnny is placed in a special self-contained learning setting, this is not a permanent learning environment. His performance will be continously monitored as he completes his IEP objectives over the year. A periodic evaluation of his progress should occur by those teachers responsible for his program and adjustments made when appropriate. An ANNUAL REVIEW must occur, by law, and the IEP may or may not be revised. Depending upon Johnny's progress his placement status could also be modified such that he may return to a full-time regular instructional program.

MODULE SEVEN

JOHNNY: A CASE HISTORY

REFERENCES

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SUMMARY

The information presented in these modules is designed to orient the prospective teacher to various areas of special education. This is a superficial orientation intended to provide only basic special education concepts. These ideas are certainly not exhaustive nor even conprehensive but represent the first approximations of what a classroom teacher may eventually develop as their experiences continue in the classroom and/or inservice training.

The vast diversity of learners is an important concern of the classroom teacher. With the implementation of various legislative mandates this situation will challenge teachers to best accommodate these learners. Also support personnel and parents will facilitate the education of all children.

Finally, it should be noted that most of us have had very little experience or actual contact with exceptional individuals. Historically, society has created many social obstacles which deter interaction between the handicapped and the non-handicapped. Consequently, there may be tendency to (subtly or overtly) reject these individuals or even feel threatened somewhat by their presence in a classroom. Ignorance and intolerance are among the first barriers to be eliminated.

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